

ADMIRAL TURNER'S SPEECH FILES

12 NOVEMBER 1973

EDUCATING FOR THE FUTURE; (Naval Reserve  
Group 3-27, New Haven, Conn.), by  
STANSFIELD TURNER

NAVY review(s) completed.

EDUCATING FOR THE FUTURE

(Naval Reserve Group 3-27, New Haven, Conn.)

(12 November 73)

Amenities -

*NR03 - S & P 1174 - ~~faces~~*

*index  
pantry  
satellite*

As you may be aware, the Naval War College has been involved for the past year and a half in an extensive ~~pro-~~gram and curriculum ~~restructuring~~. The College's mission has been changed, a new curriculum established, a large number of new faculty recruited, and a somewhat changed student body enrolled. You may have had a chance to read the First Annual Report of the Naval War College published in the September issue of the Naval War College Review. The Report discussed the underlying reasons for these changes. Let me review with you the rationale for these changes, because I think it typifies some of the issues facing the Navy as a whole today.

Since the 1940's, technological knowledge as well as its practical application has expanded at an unprecedented rate. The profusion of fresh concepts and theories, new material and novel systems has accelerated technical obsolescence. It has also accelerated the obsolescence of the specialized training of individuals who must understand, use, or sustain these systems. Twenty five years ago you could educate an engineer or scientist or naval officer and expect that education to be useful most or all of his career. Today, 5-8

years of usefulness is about the maximum. So this hypothetical engineer or naval officer must either be provided with major periodic updatings at key stages in his career, or given <sup>an</sup> ~~a~~ basic education that is ~~timeless in nature and~~ which will give him the necessary tools and inspiration to update himself through a lifelong self-education program.

Perhaps some combination of these two options is necessary.

What is certain is that an individual cannot be given a one-time inoculation against ignorance. Factual knowledge is perishable. Conditions change, technology changes, but somehow, if we are to remain competitive in our profession, and productive in our particular job, we must keep abreast of developments and changes.

My top  
fund  
combs  
4 mid  
career

Because of

~~For the naval officer, this perishability of his technical education must be considered in light of three other~~  
developments which, over the past decade, have combined to change the demands that ~~he~~ <sup>naval officer</sup> and the Navy must face.

First, both the form and substance of United States foreign policy and national strategy are undergoing fundamental alteration. In this process, the military has become less persuasive in the public forum <sup>and</sup> ~~and~~ standard rationales for military preparedness are challenged as shallow, outdated, and no longer valid.

*We must be able to  
rethink + articulate our strategy  
more convincingly.*

2

Second, the sharp rise in the costs of military personnel and hardware/ accent more than ever the stiff competition for limited national resources. This is forcing a careful ordering of national priorities. This is as it should be. Proposed programs must be carefully and realistically appraised and only the best funded. The amount of funds the Navy receives/ will be increasingly a function/ of how <sup>well</sup> our chosen alternatives compare with those of others. *We must lay out alternatives*

Third, the United States Navy/ no longer has a clear qualitative and quantitative advantage at sea. We have a long and successful maritime heritage, but future success will depend less/ on overwhelming our opponents/ and more on clever, innovative strategy and tactics/ ~~employed against~~ *we must be prepared to rely less on precedent more imagination*

*1st? Who are* How then does one take the average midcareer officer *st?* *an individual* from a Newtonian world/ of right and wrong answers to clearly defined questions/ *Then* whose experience has been *with* technical systems/ demanding precise solutions/ and military command and control networks/ properly calling for unambiguous response/ *How so* how does one take this individual *update & make continuous updating himself* and educate him for the future?

After considering many alternative approaches, we decided that the average War College student/ needed to gain experience in dealing with broad/ ~~uncertain issues~~ in order

*3 to which there precise answers*

to improve his decision-making ~~ability~~ <sup>to</sup> and gain confidence in handling uncertainty. A course was constructed to involve him in varying problems of decision, beset with uncertainty and imprecision. <sup>These are like the problems he all</sup> ~~like those~~ faced daily in real-life, <sup>use decided to</sup> and focused on real world cases in the areas

of strategy, defense economics, and naval tactics. <sup>why</sup> ~~The~~ academic year is divided roughly in thirds, one for each area. <sup>Let me describe</sup> ~~then -~~ SMT

From September to December, in the Strategy and Policy course, the student scrutinizes the decisions of past strategists, analyzing the factors which weighed in the balance. How did Napoleon and Nelson compare as "heroic leaders"? If you had been Napoleon's chief of naval operations, how would you have challenged Britain's command of the sea? During the Peloponnesian War, to what extent did Sparta and Athens each pursue a military policy consistent with its war aims and national interests? One thousand pages of assigned reading a week, an analytic essay every three weeks, seminars, tutorials and a mid-term and final exam present a reasonable intellectual challenge to the student.

From January until March, in the Defense Economics and Decision Making course, the students consider the problem of allocating limited national resources to defense programs.

4

They study the tools of decision-making, the quantitative methods used in structuring complex decisions, human and organizational influences on decision-making, mechanisms for resource allocation in the Departments of the Navy and of Defense. They analyze case studies to apply and expand on classroom knowledge and to develop an appreciation for the broader and frequently judgmental factors which must ultimately determine significant decisions.

From April through June, in Naval Tactics, the student concentrates on habits of logical tactical thinking in tactical situations. He derives and uses tactical concepts to exploit our strengths and the enemy's weaknesses. He develops a knowledge of the fundamental principles for the employment of weapons system components, individual units, and naval forces at sea. An important part of this is working problems of employing forces with which he may have had no previous operational experience. *Parschalisin*

Thus we have a curriculum which stresses problem solving in each of these three areas rather than contemporary factual data. The student is guided in his approach to representative problems in the hope of providing him with a way of approaching, analyzing, and logically solving any problem. The solution is never dictated by the school. The route to the solution is what we are interested in.

*Logic  
consistency*

*5*

*not interested  
what answer -*

The stress is on individual effort/rather than the spoon-fed, passive absorption of lectures. The student is challenged to think, to read, to grow. Hopefully he acquires the attitude, if he didn't already have it, that his War College experience is only a start to a process of self-education which will continue the rest of his life.

*Only by stretching individual minds*  
*military*  
*career*

The future of higher education is tending toward widespread, continuing education/instead of the degree-oriented, one-shot education/with which we all grew up. The ubiquity of the college degree has debased the degree system and is rapidly making the degree a less critical factor of employment. The Naval War College has been a pioneer in mid-career, continuing education. Like the growing community colleges and centers of adult education, it realistically provides the students with the tools they need to continue his process of self-education. In the past, the Naval War College studied the possibility of seeking degree accreditation but rejected this idea/primarily because of the constraints it would have placed on our control of our own curriculum. However, I think to go this route today would be to go backward to a mark of education becoming less and less important. In the words of a recent newspaper article, the question we should ask ourselves is "what is an educated man, not what complex of educational institutions do we need to produce him."

*we intend to stay in forefront*  
*we to*  
*our*  
*then*

6

The curriculum I have just described aims primarily at <sup>one</sup> ~~the generalist, the middle or upper echelon operator or manager who must make the Navy's decisions. But decision-making is not the only kind of leadership talent the Navy needs.~~

<sup>to Navy & civilian management needs</sup>  
The Navy needs two kinds of leaders; they are the same kinds of leaders needed in middle and upper level civilian management: <sup>this</sup> one is the operational decision-maker I have just described, the other is the creative thinker. The <sup>man who</sup>

~~ideal decision-maker~~ should combine broad factual knowledge with an understanding of decision-making techniques. He must be able to identify problems, make daily operational or management decisions, and plan for the future. The <sup>other kind of leader I will describe</sup> ~~creat-~~ <sup>He</sup> ~~ive thinker~~ is the individual who, free of daily operational concerns, can not only depart intellectually from what is <sup>established</sup> ~~known, but can recognize what is logically and quantitatively~~

<sup>be</sup> ~~translatable~~ into valid, useful concepts. <sup>He</sup> ~~He~~ provides us with new techniques, strategies, and tactics to solve known or not yet appreciated problems. His perceptions and vision enable the decision-maker to frame more accurate assumptions when making his decisions or formulating future plans.

Generally, the kind of deep, narrow interests associated with the truly creative individual are antithetical to the catholic knowledge and broad understandings which are needed

7



in the decision-maker. Although the creative thinker may be interested in broad questions like the structure of the Navy in the 1980's or the wisdom of building more aircraft carriers, he may have <sup>little</sup> no knowledge of or interest in the problems of personnel retention, budgetary procedures, <sup>we have established an</sup> military education. <sup>which</sup> The Naval War College's Advanced Research Program <sup>topping our</sup> aims more directly at the creative thinker.

The Department of Advanced Research, instituted last year, seeks to identify and nourish creative thinking of value and interest to the Navy. The challenge of developing a program ~~whereby all War College resources can be used~~ to support original thinking without smothering the spark of <sup>creative</sup> whatever makes creative genius <sup>difficult</sup> is a difficult one. There are several aspects to this challenge. First, selection of the researcher. ~~Naturally we want those individuals who have demonstrated the most promise and who have the best ideas for possible projects. Waiting for individuals to materialize is not enough. The War College faculty as well as operational commanders must be sensitive to recognize creative talent: an imaginative, inquiring mind; a skeptical yet constructive outlook; and encourage them to apply. Our greatest danger is selecting the wrong people for the wrong reasons.~~ <sup>is</sup> Well-rounded, excellent overall performance <sup>our</sup> should not be the criteria. That is an important

criteria for the decision-maker, <sup>can</sup> but well-roundedness, ~~just~~  
~~as a smorgasbord curriculum,~~ tends to encourage mediocrity.  
There are of course exceptions, but if we want to uncover  
creative talent and give it a chance to flourish, then we  
must be prepared to support the individual who has peaks of  
genius in a narrow area and may be poor or indifferent in  
other areas. This is often the unconventional individual  
who irritates with his skeptical, intolerant viewpoint and  
questions accepted knowledge or opinion. Because of his  
attitude or general performance he is often pushed aside,  
fails, or is lost; whereas the individual who is highly com-  
petent in all fields but outstanding in none often succeeds.  
Thus, the most difficult aspect of selection is to different-  
iate between the successful, but uninspired, performer and  
the individual, whatever his past performance ~~might have~~  
~~been,~~ who has brilliant insight and original solutions to  
problems.

The second aspect of this research program challenge is  
assembling a satisfactory faculty. Because the creative phase  
of research is often relatively loose, informal, and personal,  
those who guide it must be compatible with this sort of atmos-  
phere and not distressed by its lack of structure. The time-  
proven method of nurturing creative research ~~or thinking~~ is  
to associate the researcher with someone who has himself

9

demonstrated creative ability/and, most important, has that infectious spirit/which he can transfer to his protege./ The faculty member or advisor/must guide the researcher/in developing critical habits and judgment/as to what to read, what to skip, to believe,/to reject, to be skeptical of./ Any rigidity/or inability to understand the creative mind/can be fatal in this guidance role./

Third, the War College must provide a supportive environment./ Except for progress reports/and mid or final deadlines,/the researcher should be free of minor constraints./ A research program must cater/to the developmental patterns<sup>1/2</sup> of the individual/~~not~~ artificial boundaries./ Novel, off-beat ideas must be tolerated/and interaction between other researchers/and faculty members must be encouraged./ ~~Interaction is a stimulus for motivation -- it affects judgment and forces a critical assessment of ideas.~~

Our research program has only begun/ but that is our philosophy./

Researchers are accepted both from within and without/ the War College./ War College students who are accepted/are exempt from some portion of the regular course./ They pursue their research on a full-time basis,/usually from 3 to 6 months,/although there is no prescribed time limit./ Civil-ans are modestly supported/while participating in a research

10

program (average \$7000). Applicants must submit a written proposal describing subject, scope, and character of their project, location and availability of data, and estimate of time required. Proposed projects are reviewed in terms of feasibility, usefulness to the Navy, and merit compared to other proposals.

In conclusion, gentlemen, the Navy's problems in educating middle and upper level officers are really no different from those of anyone else who is trying to educate for the future. We are forced to recognize that the quantity of knowledge is reaching such proportions that no one can hope to simply convey factual data to students, whatever the subject. This was, in my opinion, spurious educational philosophy even twenty-five years ago -- ~~but~~ ~~as the body of knowledge was still manageable, the philosophy~~ ~~never had to be tested.~~ Today, especially when we are talking about long range goals, we must develop patterns of intelligent, critical thinking and provide students with the techniques and educational tools with which they can deal with whatever problems they may face in a changing future.

Thank you.

11

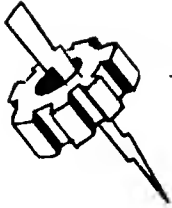
00: FYI

MICHAEL E. SHANOK, P.E.

2781 DIXWELL AVE

HAMDEN, CONNECTICUT 06518

(203) 288-6747



PLANT ENGINEERING CONSULTANT



October 15, 1973

Center for Continuing Education  
Naval War College  
Newport, Rhode Island 02840

Attn: Mr. Robert D. Hicks  
Assistant for Strategy and Policy

Dear Bob:

Following are items we need to coordinate for VADM.  
Turner's visit on 12 November:

Place will be the Yale Motor Inn in Wallingford, Connecticut. Before the presentation, we would like him to be our guest for dinner at the Yankee Silversmith restaurant, also in Wallingford. We will provide specific directions depending upon his mode of travel. Dinner will be at 1830, and will be preceded by a cocktail hour, which he does not, of course, need to attend if he does not care to.

I am listing the speech topic tentatively as, "The new direction of the War College and why it is needed". We can change this quickly if desired.

We will be inviting C.O.'s of various units in the Group Command and other Connecticut Group Commands as well as the training center CO and Com 3, RADM Pugh. We would be happy to provide an advance listing of names if he desires.

#### Other Questions

We heard VADM. Turner is a teetotaler - is this true? ✓

We will arrange press and try hard for TV if he wishes. ✓

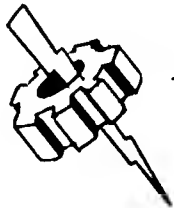
Who will be in his party? ✓

Will overnight accommodations be required? ✓

Will classified clearances be needed? ✓

Plant Expansions & Modifications

MICHAEL E. SHANOK, P.E.  
**2781 DIXWELL AVE**  
HAMDEN, CONNECTICUT 06518  
(203) 288-6747



PLANT ENGINEERING CONSULTANT



- 2 -

May we have a bio and photo for advance press? ✓

Will audio-visual gear be required? ✓

Could three-star place cards be provided (about 15 or so) for the head table at dinner? ✓

That's about all I can think of for now. Will keep in touch

Best regards,

Michael E. Shanok, PE

MES:rs

17 October 1973

MEMORANDUM FOR THE PRESIDENT

It is my understanding that you have accepted an invitation to speak to a gathering of Reserve Naval Officers in New Haven, Connecticut on Monday evening November 12.

LCDR Michael E. Shanok, USNR, the project officer in New Haven, has been in contact with us. Captain H. Davidson, USNR, Group Commander of Naval Reserve Group 3-27 of New Haven, apparently will be the senior local officer present.

This group of officers is estimated to number approximately 120 Naval Reserve Officers School students from the Bridgeport, Hartford, New London, and New Haven areas.

Inasmuch as the Center is very much involved in the NROS business, these several background comments may be helpful to you.

The officers in this audience will be students in 8-10 different NROS subjects--only two of which are Naval War College sponsored courses. I might also add that these two probably are the most difficult and time consuming of all the courses involved. These two are (1) National and International Security Organization and (2) Military Planning. Both will be phased out during this current academic year.

If you have not as yet decided upon a subject, Mike has let it be known that the students would be most interested in hearing about the factors that have led to your revisions in the NWC curriculum and the intensified student effort during residence.

It also would be helpful if you could tie in the Center by commenting on the fact that we plan to introduce Strategy and Policy as a NWC sponsored NROS course offering in 1974-75 and Defense Economics and Decision Making and Naval Tactics within the NROS program in 1975-76.

A brief word on your Host Officer that evening--LCDR Michael E. Shanok. Mike is a 1960 naval academy graduate, is a mechanical and electrical engineer presently in business for himself, and he also is a reviewer for the New Haven Register on books of military or technical orientation. Mike was a regular correspondence course student here two years ago in

National and International Security Organization and has been teaching this subject in NROS 3-1 in New Haven these past two years. He is currently enrolled in our new Strategy and Policy subject area and we anticipate that he will be attending our two week NROS Instructors Seminar next July and then will be instructing our Strategy and Policy NROS course in New Haven commencing September 1974. From our contacts with him, I am confident that you will be in very good hands that evening.

Mike has advised that he will contact Dave Clark around the first of November to work out the details for your visit.

Very respectfully,

R. B. TABER





PRESIDENT OF THE NAVAL WAR COLLEGE  
Newport, Rhode Island  
02840

5 JUL 1973

Commander Dann,

May I congratulate you on your excellent series of lectures from last fiscal year. You managed to take a fine sampling of the Naval talent available in New England. I would be delighted to join you for dinner on the 12th of November followed by an address to the Naval Reserve Officers School on "The Naval War College Today".

I'm looking forward to the visit. Warm regards.

Yours,

STANSFIELD TURNER  
Vice Admiral, U.S.Navy

Commander A.O. Dann, USNR  
U.S. Naval and Marine Corps Reserve  
Training Center  
Fort Nathan Hale Park  
New Haven, Connecticut 06512

TICKLER: 1 NOV 1973



Approved For Release 2003/04/18 : CIA-RDP80B01554R003600080001-8

NAVY AND MARINE CORPS RESERVE  
TRAINING CENTER  
FORT NATHAN HALE PARK  
NEW HAVEN, CONNECTICUT 06512

IN REPLY REFER TO:

25 June 1973

Vice Admiral Stansfield Turner, USN  
President, Naval War College  
Newport, Rhode Island 02840

Dear Admiral Turner,

Naval Reserve Officers School 3-1(M) has established a series of lectures concerning issues of interest to Naval Officers. These lectures, to be delivered by distinguished leaders in their field have been instituted to broaden the general knowledge of our students.

Our roster consists of fifty New Haven area Naval Reserve Officers from all walks of business and professional life. Officers from other Connecticut reserve activities supplement our group on occasions involving a guest speaker.

Last year, our academic program included the Naval War College course, National and International Security Organization. The enthusiasm and excellence of response which this course generated, prompted our scheduling a second course. We are offering Military Planning in addition to the NISO course in September.

In support of our scheduled program, we would be delighted if you would accept our invitation to speak to NROS 3-1(M) in New Haven at any regularly scheduled Monday drill during October, November, or December of the coming school year. A drill schedule is enclosed for your convenience. Our staff would be extremely pleased if you would be our guest for dinner prior to your address.

You may be interested in the enclosed listing of last year's speakers.

I am anxiously awaiting your answer in the sincere hope you will be able to be with us.

Sincerely,

A. O. DANN  
Commander, USNR

Naval Reserve Officers School 3-1(M)

1973 - 1974 Drill and Make-up Schedule

Regular Scheduled Drills

Sep	10	17	24	25	
Oct	1	9*	15	23*	29
Nov	5	12	19	26	
Dec	3	10	17	18*	
Jan	7	14	21	28	
Feb	4	11	19*	25	
Mar	4	11	18	25	
Apr	1	8	15	22	29
May	6	13	20	28*	
Jun	3	10	17	18	

Equivalent Make-up Drill

Sep	19
Oct	24
Nov	21
Dec	19
Jan	23
Feb	20
Mar	20
Apr	24
May	22
Jun	12

\* Tuesday drill

1. Classes will commence at 1930 with a ten minute break at 2030; secure at 2130.

2. Graduation exercises are scheduled for Tuesday, June 18.

3. Attendance at a minimum of 38 drills is required for a satisfactory federal year. These drills must fall within the individual officers "Anniversary Year" which in some cases is not a fiscal year. (For those members entering after 30 June 1949 or those whose service was broken after that date, the anniversary year extends from the last date of entry or re-entry into a reserve component.)

A. O. DANN, USNR  
Commanding Officer

Naval Reserve Officers School 3-1(M)

N&MCRG, Fort Hale Park

New Haven, Connecticut 06512

FY 72-73 Guest SPEAKER PROGRAM

"Ecology and the Environment", Dr. Richard Henderson, Director Environment Hygiene and Toxicology, Olin

"The Polaris Cruise and Modern Tactics", CAPT Gordon R. Bryan Jr., USN, ACOS, SUBFLOT TWO, Former Commanding Officer, SSBN 632 and SSBN 634

"Cuba Today", Professor Armando Chartier, Modern Language Department, Southern Connecticut State College

"The Spruance Class Destroyer (DD963 Class)", RADM Thomas R. Weschler, USN, Commander, Cruiser-Destroyer Force, U.S. Atlantic Fleet

"Airborne ASW", RADM Mayo T. Hadden, USN, Commander Fleet Air, Brunswick

"Naval Justice Today", CAPT Donald J. Pepple, JAGC, USN, Commanding Officer, Naval Justice School, Newport, R.I.

"The Modern Navy Man - an individual on a team", RADM Charles H. Rauch Jr., USN, Assistant Chief for Personal Affairs, Bureau of Naval Personnel

"The Nature of the Threat", LCDR James Westwood, USN, Naval Security Group Activity, Winter Harbor, Maine

"Current Effectiveness of the U.S. Destroyer in an Attack Role", CDR Frank Mead, USN(Ret), Naval Underwater Systems Center, Newport, R.I.

"The Destroyer School", CAPT Robert McCabe, USN, Commanding Officer, Naval Destroyer School, Newport, R. I.

"The Current Role of the Destroyer Development Group", CAPT Raymond McDonald, USN, Commander Destroyer Development Group, Newport, R.I.

"The Effects of Public Opinion on Relations Between Nations", Prof. Robert F. Delaney, Forrest Sherman Professor Diplomacy, Naval War College, Newport, R.I.

"New Developments in Submarine Warfare", CAPT Guy H. Shaffer, USN, Commander, Submarine Development Group 2, Groton, Conn.

"Sea Control Ships and Air ASW", RADM George L. Cassell, USN, Commander ASW Group 4, Quonset Point, R.I.

"Race Relations Education in the Navy", CDR R. W. Bedingfield, CHC, USN, Co-Director for Race Relations Education, SUPERS

"Soviet Submarine Challenge", RADM Paul J. Early, USN, Commander Submarine Flotilla 2, Groton, Conn.

12 November 1973

MEMORANDUM

From: G-13

To: G  
G-4 ~~RA~~  
G-1 ~~X~~

Subj: Conversational Subjects for G Trip Tonight to Wallingford, Connecticut with Admiral Turner

1. The following are offered as possible conversational subjects for G while accompanying Admiral Turner to Connecticut this evening to address USN Reserve Officers in the Connecticut State area.

2. LCDR Michael E. Shanok, USNR.

a. Dave Clark called last week to suggest that the Admiral would like to know a little more about LCDR Shanok on the drive south tonight and how this invitation came about.

b. LCDR Shanok came in to my office here in May 1972 and introduced himself. He was then here for two weeks as a student in the Reserve Officer's War Gaming Course. He said he was interested in teaching National and International Security Organization in the New Haven NROS as of September 1972. I indicated that it would be necessary for him to complete courses 14-1 and 14-2 as a regular student, in addition to his other qualifications, before we could give final approval to his instructor request. He immediately enrolled, completed 14-1 in August, 14-2 by the first week of September 1972, and our evaluation on his student work was Outstanding.

c. He instructed NISO per plan in NROS 3-1 in New Haven during AY 1972-73. It is my judgement that his instruction also was outstanding.

d. From April 29-May 12, 1973 he was here again for two weeks active duty with COMCRUDESANT. At lunch one day he asked me if I thought there was any possibility that Admiral Turner could be induced to accept an invitation to speak to naval reserve officers in the New Haven area this fall. I told him that I frankly did not know but--nothing ventured, nothing gained--if the officers down there would like to hear the Admiral the only way to find out if he would accept or not would be to ask.

I suggested to Mike that if he were interested, to contact LT Price. He did and apparently LT Price's response was encouraging. Mike maintained contact with the President's office dating from May and somewhere along the line he was advised that the Admiral would accept for this evening.

e. Mike initially hoped that in addition to addressing the officers, the Admiral might also award Completion Certificates to those students that completed NISO as of June 1973. There were only four, however, that completed the course. The Certificates were forwarded last month and I believe they have already been passed out.

f. There has been substantial interest in the Admiral's visit and reserve officers will be attending from throughout Connecticut.

g. Mike is teaching NISO again during AY 1973-74 and is enrolled as a regular student in Strategy and Policy. We anticipate that he will attend our Two-Week Seminar next July and then teach Strategy and Policy in the New Haven area in AY 1974-75. Again, he is a 1960 Naval Academy graduate, a mechanical and electrical engineer, and is in business for himself as a Plant Engineering Consultant. He does book reviews on defense oriented subjects for the New Haven Register. He has told me that he reads 2,000 words per minute with considerable comprehension. I believe that the idea for the visit originated with Shanok and he, of course, initiated the contact. In brief, I consider Mike to be exceptionally alert, highly intelligent, well established within his community, and a very strong asset for the Navy.

h. In NROS 3-1 in New Haven this year, two NWC courses are being taught--NISO under Mike with 8 students and Military Planning under CDR Ronald A. Partnoy with 8 students.

### 3. Status of Strategy and Policy.

As of today, there are 238 students enrolled and our major publicity is still ahead of us. There will be more detail in the next Naval War College Review to include an application form. The next issue of The Officer's Personnel News Letter will also include a detailed article that should encourage enrollments from active duty officers. The next issue of the Naval Reservist will also include an article that should stimulate enrollments from non-active duty reserve officers.

4. Enrollments of Officers prior to residence.

Inasmuch as the marine officers are now known that will be in attendance in the College of Naval Warfare for AY 1974-75, strongly suggest that they be advised of these new correspondence courses and encouraged to enroll. Inasmuch as S&P is the first trimester subject for CNW, perhaps the emphasis for these students could be on S&P. Inasmuch as the first trimester in CNCS is Defense Economics and Decision Making, perhaps the emphasis for these new students could be on DEDM. If the Admiral buys this for the marines, presumably a precedent is set for all other new students as their word on residence becomes official.

5. S&P Maps.

Our supply of these maps was down to approximately 150 by the end of last week. In view of the coming publicity it seemed prudent to protect ourselves against running out. The Admiral has been controlling the remaining maps that are surplus to CNW and CNCS needs this year. I talked to Jack Hickey about this and he, in turn, talked to the Admiral's aide. Some 200 of these controlled maps have now been turned over to us. Thus, our stock will be about 350 and perhaps this will do it. Again, we do not need the jackets but we are hoping to work out some sort of a swap. The only problem is that the jackets say 1973-74. Perhaps this could be blocked out and the jackets used for residence next year. This is being mulled over.

6. Request that the Admiral plug S&P for NROS.

Strongly suggest that the Admiral be requested to include in his comments tonight the fact that Strategy and Policy is planned for inclusion within the Connecticut NROS program for next year and that LCDR Shanok is the likely instructor for this in the New Haven area. Also, that tapes of selective lectures will be included in this NROS package for the first time. The tapes will be from 1973-74 resident S&P lectures.

Very respectfully,



R. D. HICKS